**The Core and MORE Instruction Checklist**

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| **The CCSS Standard:**  **The Envision Lesson:** | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | **VOCABULARY WORDS** |
| -Students do not know their math facts or they are afraid of division  -Do not remember what a quotient is  -Review prior to this lesson, and teach how multiplication and division relate  -Use proper math language and terms throughout the whole lesson  -You will know it is working when students are using the vocabulary appropriately | Estimation  Quotient  Dividend  Divisor  Remainder |
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| **ANTICIPATORY SET** (5 MINUTES) | |
| *To begin the lesson, have a jar full of jellybeans. Have the complete two tasks. 1. Estimate the total number of jellybeans. 2. Estimate how many each student would get if we divided the jar of jellybeans between the class.*  *At the end of the lesson divide and share the jellybeans with the class.* | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **BUILDING A FOUNDATION** (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction   1. How will you explicitly teach new vocabulary?   Ask students “What is a quotient?” and “What does it mean to estimate?” Afterwards have the students fill out the frayer model vocab sheet for these words.   1. How will you provide multiple opportunities for vocabulary to be used in context?   In choral responses, partner responses and written responses. Every time the students answer they must use the correct verbiage. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*  Set up a problem for the class (24 students). We need to divide our class into 4 equal teams for today’s activity. As a class let’s guess how many students will be in each team. Give the students one minute to complete the task without using a paper and pencil or calculator. Once the students are divided equally break down what the students just did. What part of the problem did they just figure out? (The quotient!!) You can review critical vocabulary by discussing the dividend, divisor and the quotient. Explain how the students just were able to estimate their answer by critically thinking about what the problem was asking. Refer back to the students guesses from the beginning and see how close their guesses (estimations) were.  Now, pose one more problem. Ask them to divide into 3 equal groups and so on until the students fully understand the concept. | * Choral Responses * Partner Responses * Written Responses   + Paper   + Math Journal   + Individual Whiteboards   + Student page from the topic pouch * Random call on students (No hand raising) |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| *Develop the Concept: Visual*  Now, give each individual student the same number of blocks and tell him or her to estimate how many would be in 4 groups, 3 groups. Then have them physically move the blocks around into their estimations to see if they were correct. (This would be a great opportunity to talk about remainders depending on what numbers you give them.)  Note: The students are to never use a paper and pencil up to this point in the lesson. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving*  In the students math journals have them now write the problem they just solved. i.e. How many students would be in each team if we divided our class into 4 teams.  Now with their math partner they need to make up their own estimating quotient problem. Once they are finished have them solve their own problem showing and explain their work and discuss how estimation helped them to get to the right answer. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **FORMATIVE ASSESSMENT** (5-10 MINUTES) | |
| Give practice problems for the students to complete where you will be able to assess if the students are grasping the topic of estimating quotients.  134/5=  150/5=  465/7=  346/4=  124/6= | |
| **CENTER ACTIVITIES** (15 - 45 MINUTES)  \*Dice Activity: Have the students work in groups of 4. Each student rolls a number cube. Use the 4 numbers to write a division problem with a 3-digit dividend and a 1-digit divisor. Determine what the first digit of the quotient is and where it should be written. Students must estimate what the quotient will be before they complete the problem. | |
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| **HOMEWORK** | |
| \*Assign the Practice Master and Enrichment pages from 4-2 in your Envision manual for homework. | |